

HANDS ON MINDS ON LEARNING

“en-Gauge 21st Century Skills”

To

Prevent Dropout

College-Career-Community

Academics

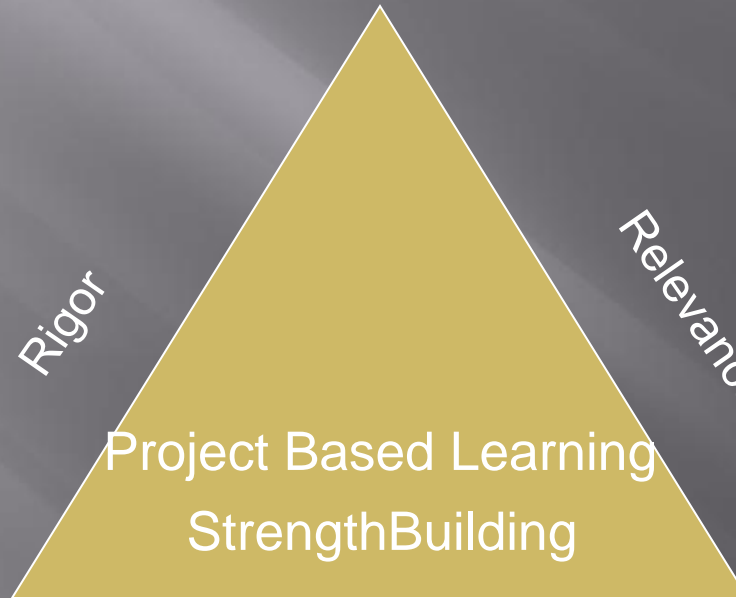
Connectedness

Rigor

Relevance

Project Based Learning
StrengthBuilding

Relationships



Why Dropouts?

LACK OF CONNECTION

- ❖ PRIOR KNOWLEDGE
 - Cognitive (respect how I learn) variations in learning (brain research)
 - Cultural (respect what I know) Additive rather than deficit model
- ❖ SOCIAL/PERSONAL
 - RELATIONSHIPS ARE PIVOTAL
 - Know that you care before they care what you know
- ❖ LIFE
 - What does this have to do with ???????
 - Boredom
 - Inflexibility of structures (Time, place)

WHAT IS MISSING?

- ❖ Building Capacity of staff and students
 - STRENGTHBUILDING®
- ❖ Options for learning
 - Engaged/Relevant
- ❖ CONNECTIONS
 - People
 - Places
 - Minds

An Exemplary StrengthBuilding School: STAR Academic Center

- ▣ Through day, evening and online options increased overall district graduation by 15%
- ▣ Raised achievement to meeting or exceeding on AIMS by more than 40% with
 - 85% meeting Reading
 - 87% meeting Writing
 - 74% meeting Mathematics
- ▣ Increased full two-year college scholarships from 0 in 2007 to 25% of 2010 graduating class
- ▣ Provided an option for over 400 dropouts each school year

STRENGTHBUILDING®

StrengthBuilding Training and Coaching is an innovative practice that builds and sustains a firm foundation and strategy for success. It is a proven and powerful vehicle of change in underperforming schools.

StrengthBuilding **Activity**

A Journey Down Memory Lane.....

Think about a time when.....

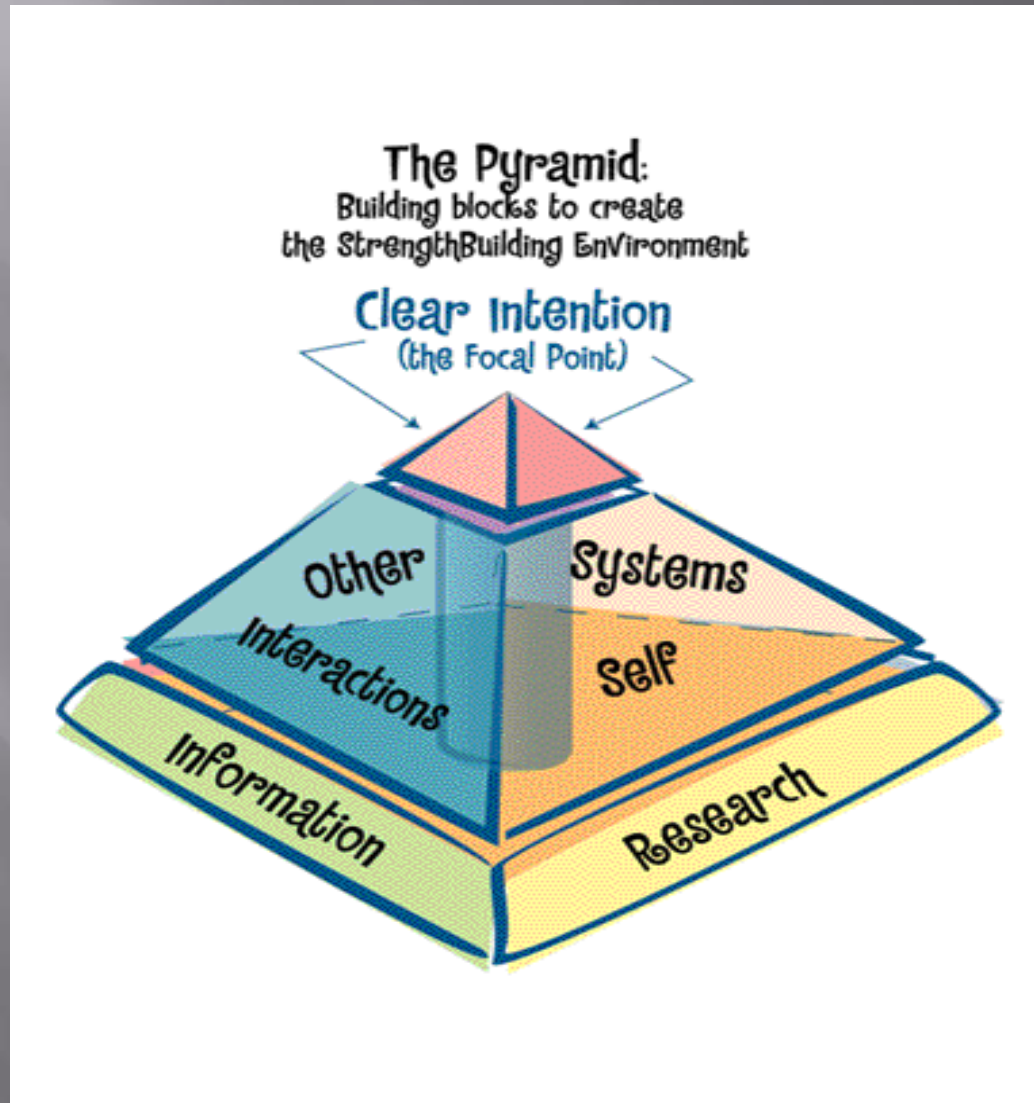
StrengthBuilding®

Having conducted over two million interviews, the Gallup International Research Organization concluded:

“Unfortunately, most of us have little sense of our talents and strengths, much less the ability to build our lives around them. Instead, guided by our parents, by our teachers, by our managers and by psychology’s fascination with pathology, we become experts in our weaknesses and spend our lives trying to repair these flaws, while our strengths lie dormant and neglected.”

Buckingham and Clifton, Now Discover Your Strengths. Jan. 29, 2001

STRENGTHBUILDING®



en-Gauge 21st Century Skills

(adapted from NCREL

<http://www.ncrel.org/engauge.htm>)

❖ Digital Age Literacy

- Basic scientific, mathematical, and technological literacies
- Visual and information literacies
- Cultural literacy and global awareness

❖ Inventive Thinking

- Adaptability and ability to manage complexity
- Curiosity, creativity, and risk taking
- Higher-order thinking and sound reasoning

En-Gauge 21st Century Skills - continued

- ❖ Effective Communication
 - Teaming, collaboration, and interpersonal skills
 - Personal and social responsibility
 - Interactive communication
- ❖ High Productivity
 - Ability to prioritize, plan, and manage for results
 - Effective use of real-world tools
 - Relevant, high quality products

Project Based Learning

A Teacher's Perspective

Why Project Based Learning?

- ❖ Builds on natural curiosity.
- ❖ Deep understanding of concepts.
- ❖ Students become problem solvers, decision makers, and investigators.
- ❖ Relevancy – Students are involved in challenging problems connected to real life.
- ❖ Builds relationships
- ❖ Fosters knowledge and growth of strengths

What it can mean for students

❖ Students move from:

- Memorizing and repeating
- Knowledge of just facts
- Being teacher dependent

❖ Students move to:

- Discovering, integrating, and presenting
- Understanding processes and concepts
- Being empowered through recognition and use of strengths in successful scenarios

Backward Planning as Key

- ❖ Determine specific learning goal using content standards.
- ❖ Plan the assessment. What will the final product be?
- ❖ Design relevant activities.

Teacher Challenges

- ❖ Not every standard makes for a good project.
- ❖ Time for collaboration and planning.
- ❖ Teacher shifting role from “teller” of information to facilitator or coach.
- ❖ Involving technology and community.
- ❖ Keeping the focus on the final product not the activities.

Things to Remember About Project Based Learning

- ❖ It will take time. Start small, be patient, and learn from your experience.
- ❖ Try to visit schools that are already implementing a project based approach. There are great resources available.
- ❖ With project based one can achieve rigor, relevancy, and relationships.
- ❖ Creates problem solvers with critical thinking skills - connected to their school and community.

Bringing it Together

- ❖ **Brain Research** – Students are better able to build new understandings when they are connected to problem solving activities that are relevant. (Branford, Brown & Conking, 2000)
- ❖ **StrengthBuilding** – Focus on strengths and manage your weaknesses. (Anderson, 2004) Apply the “additive” rather than the “deficit” model. (Cummins) Build on “funds of knowledge.” (Moll)
- ❖ **Achievement** – Learning to take personal responsibility in the classroom leads to being accountable for completing assignments, participating in discussions, and making a conscientious effort on schoolwork. (ICLE)

Plan A Project

Resources for Project Based Learning

<http://www.pbl-online.org>

<http://www.educate.intel.com>

<http://www.thinkquest.org>

<http://www.bie.org>

Contact Us for More Information

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